DOCUMENT RESUME

ED 467 636 SO 034 067

TITLE	Kansas Curriculum Framework for Music: Pre-Kindergarten, K-12.
INSTITUTION	Kansas State Dept. of Education, Topeka.
PUB DATE	2000-09-00
NOTE	173p.
AVAILABLE FROM	Kansas State Dept. of Education, 120 S.E. 10th Ave., Topeka, KS 66612-1182. Tel: 785-296-4933; Fax: 785-296-7933; Web site: http://www.ksbe.state.ks.us/ .
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC07 Plus Postage.
DESCRIPTORS	Academic Standards; Elementary Secondary Education; *Music; *Music Activities; *Music Education; Planning; Preschool Education; *Public Schools; State Standards; Student Educational Objectives; *Student Evaluation
IDENTIFIERS	*Kansas; *Outcome Oriented Evaluation

ABSTRACT

The Kansas Music Curriculum Framework provides a developmental guide for planning effective music instruction at all levels of learning. The Framework is based on the Elements of Music as the foundation for sequential and developmental outcomes to be used in designing effective music instruction for pre-K-12. Because the Framework aligns with the existing National Content Standards and Achievement Standards, it has outcomes based on the elements of music, which correspond to elements included in each achievement standard. The outcomes are for the four developmental levels used in the Kansas Standards for Music Education: (1) basic, (2) intermediate, (3) proficient, and (4) advanced; pre-K also has been added. The Framework provides outcomes that are sequential and developmental within and between levels. The Framework appears in an easy-to-read format of left-to-right columns containing vertical placement of elements and outcomes. The format and features are explained at the beginning of the Framework. Consistent language is an important feature of the music curriculum framework. It is hoped that the Framework provides the structural foundation that will enable teachers to organize effective instruction for their students by selecting appropriate musical contexts and musical behaviors to reach sequential, assessable outcomes. (BT)

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Kansas Curriculum Framework for Music Pre-Kindergarten, K-12

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September 2000

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Kansas Music Curriculum Framework
Preface

Document Purpose

In 1998, the State Board of Education approved the Kansas Standards for Music Education. At that time, the Board requested that a follow-up document be written in order to provide guidance for schools as they developed local curriculum. Therefore, the Kansas Music Curriculum Framework has been developed in order to achieve the following:

1. provide alignment with the Kansas Standards for Music Education.
2. provide alignment with National Content and Achievement Standards at all levels.
3. help develop local music curricula statewide.
4. provide a tool for music educators in designing developmental instruction.
5. focus instruction on music elements and concept formation.
6. provide outcomes for assessment at four developmental levels.

Document Content

The Kansas Music Curriculum Framework is based on the Elements of Music as the foundation for sequential and developmental outcomes to be used in designing effective music instruction for pre-K-12. Because the Framework aligns with the existing National Content Standards and Achievement Standards, the writers have developed Outcomes based on the elements of music, which correspond to elements included in each Achievement Standard. These Outcomes have been written for the four developmental levels used in the Kansas Standards for Music Education: Basic, Intermediate, Proficient, and Advanced, and have added pre-K. The Curriculum Framework provides outcomes that are sequential and developmental within and between levels.

Document Development Sequence

The Kansas Music Curriculum Framework is the third step in a four step process:

- National Standards for Music Education
- Kansas State Standards for Music Education
- Kansas Music Curriculum Framework
- Kansas Assessment Strategies (completion, 2002)

Document Use By Music Educators and School Districts

The Kansas Music Curriculum Framework provides a developmental guide for planning effective music instruction at all levels of learning. Individual music educators and districts will design sequential instruction, select musical contexts, and develop learning activities to enable students to meet the sequential and exit outcomes suggested in the Curriculum Framework. Sequential instruction and appropriate learning activities will enable students to achieve Curriculum Framework outcomes.

Document Format and Features

The writers and consultants for this document have designed an easy-to-read format of left-to-right columns containing vertical placement of Elements and Outcomes (see next page for examples).

1. National Content Standard is at top of page to begin each of the nine sections.

2. Music Elements are on far left of page with vertical placement.
   - Music Elements used in the left column are only those applicable from corresponding National Achievement Standards (see Element List).
   - Element position goes across Developmental Levels; it will be blank if no Outcomes exist for the element.

3. Basic, Intermediate, Proficient, and Advanced Developmental Level columns have horizontal headings.
   - Previous learning is assumed as you progress across the four Developmental Levels.

4. Achievement Standards have vertical placement under each of the four levels.

5. Exit Outcome(s) have vertical alignment directly under each Achievement Standard.

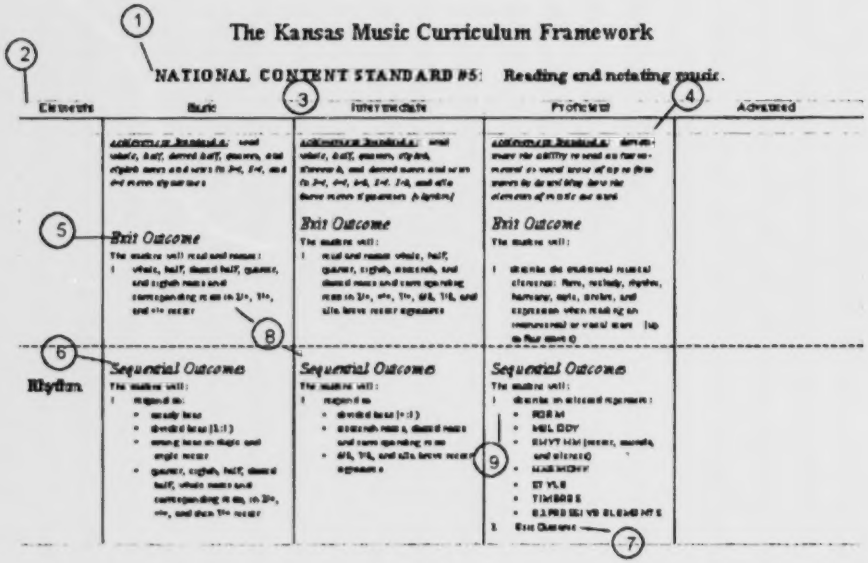
6. Sequential Outcomes for each element included in Exit Outcomes align vertically. **Please note**: If no sequential outcomes exist, the committee determined that skill development occurred in previous outcomes.

7. Sequential Outcomes for each Achievement Standard lead to the Exit Outcomes with "Exit Outcomes" written at the bottom of the Sequential Outcomes list.

8. Exit Outcomes for each Achievement Standard lead directly to Sequential Outcomes at the next higher level; Exit Outcomes are not sequential.

9. Bulleted items contained within sequential outcomes are simply a LISTING and are NOT sequential.

Consistent language is an important feature of the Music Curriculum Framework. Some clarification of Achievement Standards language was necessary, e.g. "steady tempo" becomes steady beat, "alone" becomes independently, "evaluation" in Standard #7 is musical rather than graded, and "traditional" and "standard" used in Standard #5 regarding notation are interchangeable.



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Document Writers and Consultants

Twelve music educators representing pre-K-12 and all musical genres from around the state, have dedicated themselves to the task of writing Sequential Outcomes and Exit Outcomes for every Achievement Standard in the National Standards document. The writers developed the Framework from the perspective of a generalist, rather than a representative of a particular genre. Writers, consultants, and planners are listed.

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We believe that this Framework will be unique in the area of curriculum documents and will become more and more significant with the passage of time. Its significance will become apparent as music educators develop instruction that leads to the formation of musical concepts. Conceptual learning enables students to transfer knowledge to new situations, thereby generating further learning; only then do we have a Learning Spiral in which every student can learn as he/she moves developmentally through the Spiral and achieves success at each level of musical learning.

This Curriculum Framework provides the structural foundation that will enable teachers to organize effective instruction for their students by selecting appropriate musical contexts and musical behaviors to reach sequential, assessable outcomes.

Everyone involved in the Framework project has been dedicated to excellence in this task. We are grateful to our fellow music educators and colleagues for their professional and personal dedication to this project. It was our great privilege to work with each of you.

Respectfully submitted,

Marilyn Killian, Project Chair
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Kansas Music Curriculum Framework
Elements of Music

Expressive (Affective) Elements - The affective controls which are applied during creation or performance that enhance all music elements.

Articulation/Diction/Text
Dynamics
Phrasing
Tempo
Texture

Form - The overall structural organization of a music composition (e.g., AB, ABA, call and response, rondo, theme and variation, sonata-allegro) and the interrelationships of musical events (e.g., phrases, patterns) within the overall structure.

Harmony - The relationship of tones as they sound simultaneously, and the way such relationships are organized in time; also any particular collection of pitches sounded simultaneously, termed a chord.

Melody - A coherent succession of pitches in a designated rhythm. Refers to successive rather than simultaneous sounds.

Pitch - Highness or lowness of a single sound based on frequency of vibrations and by its relative position within a series of sounds.

Style (Time and Place) - The distinctive or characteristic manner in which the elements of music are treated. In practice, the term "style" is applied to, for example, composers (the style of Copland), periods (Baroque style), media (keyboard style), nations (French style), form or type of composition (fugal style or contrapuntal style), or genre (operatic style or bluegrass style).

Rhythm - Patterns of sounds or silences organized in time.

Timbre - The character or quality of sound that distinguishes one instrument, voice, or other sound source from another. Production technique may alter a timbre regardless of sound source.

Frameworks Glossary

Aesthetic - the qualities which determine the beauty and value of a musical work.

Analyze - a cognitive skill defined in Bloom's Taxonomy as "the breakdown of the material into its constituent parts" (Taxonomy of Educational Objectives, Benjamin Bloom, Editor, p. 144).

Answers - the second half of a melodic phrase that stands in relationship to a musical "question", also known as the consequent to an antecedent.

Categorize - to put into specially defined divisions.

Classify - to arrange or organize according to class or category.

Compare and contrast - note similarities and differences.

Continuum - a graduated scale.

Culture - ethnic traditions and artistic expressions unique to a society.

Descriptors - to represent the characteristics of a musical element or idea.

Divided beat - SEE RHYTHM

Element - a basic component.

Evaluate - a cognitive skill defined in Bloom's Taxonomy as "the making of judgments about the value of ideas, works, solutions, methods, material, etc." p. 185

Expression - the quality that accounts for the emotional effect of music.

Flow - the forward motion of music.

Graphic representations - of or relating to written or pictorial representation.

Icons - pictorial representation of sound.

Independently - free from the influence, guidance, or control of another or others; self-reliant.

Modeling - to show or instruct by showing the correct or desired process and/or product.

Patschen - an Orff technique using rhythmic tapping of the thighs.

Pitch - 1) highness or lowness of a single sound based on frequency of vibrations, and by its relative position within a series of sounds.

Question - the first half of a melodic phrase that sounds unresolved and requires an "answer" to complete it, also known as the antecedent to a Consequent.

Rhythm - patterns of sounds or silences organized in time, sounds can be further divided into 2, 3, or 4 equal parts (2:1, 3:1, 4:1).

Solo - a piece executed by one performer, either alone or with accompaniment by piano, organ, orchestra, etc.

Visual graphics - SEE GRAPHIC REPRESENTATION

Pre-Kindergarten NATIONAL STANDARD #1:
Singing and Playing Instruments

The Kansas Music Curriculum Framework - Pre-Kindergarten

NATIONAL CONTENT STANDARD #1: Singing and playing instruments.

Elements	
	Achievement Standard a: ***use their voices expressively as they speak, chant and sing*** *Exit Outcome* The student will: 1. increase variety and appropriateness of vocal expression in a variety of settings using developmentally appropriate vocal production.
Timbre	*Sequential Outcomes* The student will: 1. imitate environmental or animal sounds. 2. use vocal sounds to accompany routine activities. 3. use singing quality spontaneously during play. 4. use varying vocal timbres to express ideas and feelings. 5. Exit Outcome.
Expression: Dynamics	The student will: 1. produce contrasting loud and soft sounds. 2. produce a continuum of dynamic levels. 3. use varying vocal dynamic levels to express ideas and feelings. 4. Exit Outcome.
	Achievement Standard b: ***sing a variety of simple songs in various keys, meters, and genres, alone and with a group becoming increasingly accurate in rhythm and pitch*** *Exit Outcome* The student will: 1. sing familiar songs to express ideas, feelings and events using developmentally and individually appropriate vocal skills.

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Elements	
Pitch	*Sequential Outcomes* The student will: 1. create/use vocal inflection in play or directed activities. 2. use pitch in spontaneous songs/vocal play. 3. gain some control of pitch and matches repeated pitch patterns with increasing accuracy. 4. create repetitive vocal sound patterns (personal/group vocal routines). 5. imitate song phrases with increasing accuracy. 6. sing parts of familiar songs with increasing accuracy. 7. sing complete familiar songs. 8. Exit Outcome.
Time	The student will: 1. control production of recurring vocal sounds to accompany play or events. 2. begin to organize duration of vocal sounds to create approximations of beat, meter, or rhythms. 3. imitate vocal expressions of beat, meter, or rhythms with increasing accuracy. 4. initiate vocal expressions of beat, meter or rhythms in varying contexts at the appropriate time. 5. use duration in vocal expressions in varying contexts with increasing accuracy and vocal skill. 6. Exit Outcome.
	Achievement Standard c: ***experiment with a variety of instruments and other sound sources*** *Exit Outcome* The student will: 1. demonstrate understanding of cause and effect; realize that he or she is in control of the sound source and manner of production within individual fine motor skill ability.
Timbre	*Sequential Outcomes* The student will: 1. play instruments or produce sounds in varying contexts, i.e. to accompany stories, role play, body movement/sounds (clapping , tapping, stomping, patchen). 2. choose appropriate sound sources to illustrate songs, stories, ideas and feelings in individual and group settings. 3. Exit Outcome.
Texture	The student will: 1. use instruments and sound sources with intent to produce varying textures. 2. Exit Outcome.

Elements	
Articulation	The student will: 1. imitate varying methods of playing on instruments or other sound sources. 2. choose appropriate articulation/manner of playing instruments to illustrate songs, stores, ideas and feelings in individual and group settings. 3. Exit Outcome.
Dynamics	The student will: 1. produce contrasting dynamic levels (loud-soft). 2. imitate varying dynamic levels from adult model. 3. produce varying dynamic levels on a continuum appropriate to the context. 4. Exit Outcome.
	Achievement Standard d: ***play simple melodies and accompaniments on instruments*** *Exit Outcome* The student will: 1. play simple melodies and accompaniments on instruments with increasing accuracy and independence using individually and developmentally appropriate fine motor skills.
Pitch/ Melody	*Sequential Outcomes* The student will: 1. explore pitched instruments. 2. explore/imitate simple pitch patterns. 3. perform simple pitch patterns/melodies with assistance or adult model. 4. perform simple pitch patterns/melodies independently with increasing accuracy. 5. Exit Outcome.
Pitch/ Harmony	The student will: 1. explore harmonic expressions in specific contexts (i.e. pentatonic, whole tone, bourdon). 2. imitate harmonic expressions with adult model. 3. play simple harmonic accompaniments with increasing accuracy on appropriate instruments. 4. Exit Outcome.

The Kansas Music Curriculum Framework - Pre-Kindergarten

NATIONAL CONTENT STANDARD #2: Creating music.

Elements	
	Achievement Standard a: ***improvise songs to accompany their play activities*** *Exit Outcome* The student will: 1. improvise songs using one or more musical elements to accompany a variety of play activities.
All Elements	*Sequential Outcomes* The student will: 1. explore musical elements spontaneously during play: tempo (fast, slow, faster, slower); dynamics (loud, soft, getting louder, getting softer); articulation (heavy, light, smooth, legato, staccato); melody (up, down, step, skip, same); rhythm (short, long). 2. create musical sounds using one or more elements spontaneously during play. 3. create spontaneous music using patterns (i.e. melodic or rhythmic patterns, motifs, phrases, short songs during play). 4. create musical patterns during play that are purposeful, thematic or convey complete ideas (songs). 5. Exit Outcome.
	Achievement Standard b: ***improvise instrumental accompaniments to songs, recorded selections, stories and poems*** *Exit Outcome* The student will: 1. improvise own instrumental accompaniment to enhance songs, recorded selections, stories and poems of varying styles, genre or cultures alone or in a group.
All Elements	*Sequential Outcomes* The student will: 1. explore instrumental musical sounds during various activities (songs, recorded selections, stories and poems). 2. create instrumental sounds (spontaneously or with assistance) to accompany specific ideas or feelings during various activities. 3. use instrumental sounds purposefully to accompany specific songs, recorded selections stories or poems individually or as part of a group. 4. improvise spontaneously on instruments in a structured music setting (i.e. using pentatonic, whole-tone, or non-pitched instruments) to "accompany" activities. 5. improvise using instruments to express specific musical ideas as accompaniments to songs, recorded selections, stories and poems (i.e. non-pitched accompaniments, rhythm pattern given but pitches improvised or pitches given but rhythm improvised). 6. Exit Outcome.

Element	
	Achievement Standard c: ***create short pieces of music using voices, instruments and other sound sources*** *Exit Outcome* The student will: 1. use/arrange/sequence short patterns/sections of music (repetitions, contrasts) to create short pieces of music using voices, instruments, and other sound sources at individual and developmentally appropriate levels.
Style	*Sequential Outcomes* The student will: 1. explores sounds to express ideas, feelings and basic concepts. 2. imitate sound patterns to express ideas, feelings and basic concepts with modeling only or assistance as needed. 3. playing known sound patterns to express ideas, feelings, and basic concepts using voices instruments and other sources. 4. create own sound stories using spontaneous and known sound/music patterns to express ideas, feelings, and basic concepts. 5. create short sound/music stories (individually or as a group) that reflect a song structure (beginning, middle and end; AB; rondo) with assistance as needed. Example: Teacher plays a pattern, child or children play responses to create a "song" or "piece." 6. Exit Outcome.
	Achievement Standard d: ***invent and use original graphic or symbolic systems to represent vocal and instrumental sounds and musical ideas*** *Exit Outcome* The student will: 1. create or draw known or original graphic representations, manipulatives, models, or symbols to represent vocal and instrumental sounds and musical ideas using a variety of media appropriate to developmental and individual skill levels.
All Elements	*Sequential Outcomes* The student will: 1. demonstrate awareness of visual graphics or manipulatives used to represent sound or no sound. 2. demonstrate awareness of visual graphics or manipulatives used to represent the sound source as it is heard. 3. match or choose prepared graphics or manipulatives to represent vocal or instrumental sounds or musical ideas (with modeling or assistance as needed). 4. draw own graphics or choose/arrange manipulatives to represent musical ideas, feelings or elements. 5. respond to symbols (simple and developmentally appropriate) paired with or representing known musical elements and graphic/manipulatives. 6. create or draw known or original graphic representations, manipulatives, models, or symbols to represent vocal and instrumental sounds and musical ideas. 7. Exit Outcome.

The Kansas Music Curriculum Framework - Pre-Kindergarten

NATIONAL CONTENT STANDARD #3: Responding to music.

Elements	
	Achievement Standard a: ***identify the sources of a wide variety of sounds*** *Exit Outcome* The student will: 1. associate a specific movement, picture, graphic representation or word as a representation of individual sounds.
Timbre	*Sequential Outcomes* The student will: 1. respond to presence or absence of sound. 2. respond differently to different sounds. 3. choose movements, pictures, or graphic representations to represent sounds. 4. Exit Outcome.
	Achievement Standard b: ***respond through movement to music of various tempos, meters, dynamics, modes, genres, and styles to express what they hear and feel in works of music*** *Exit Outcome* The student will: 1. move independently and appropriately to demonstrate what they hear and feel in response to examples of various musical elements in music of varying genres and styles using individual and developmentally appropriate gross and fine motor skills.
Form	*Sequential Outcomes* The student will: 1. respond to presence or absence of musical sounds. 2. respond differently to changes in musical elements (timbre, tempo, dynamics, pitch, duration, harmony). 3. imitate models of movement to demonstrate repetition and contrast of musical elements. 4. choose representative movements to demonstrate repetition and contrast of musical elements. 5. create own movements to demonstrate repetition and contrast of musical elements. 6. Exit Outcome.

Elements	
	Achievement Standard c: ***participate freely in music activities*** *Exit Outcome* The student will: 1. participate freely (independently or with a group) in music activities representing a variety of styles or genre at appropriate and individual skill levels.
Expression	*Sequential Outcomes* The student will: 1. respond to presence or absence of music. 2. respond in varying ways to music in the environment. 3. explore musical activities in the environment by choice (exploratory play). 4. respond to/imitate music and musicians in a group setting (parallel play). 5. respond to specific music activities or a model in a group setting (associative play). 6. participate as a member of a music making group, with assistance as needed. 7. participate freely in a variety of music activities independently or with a group (cooperative play). 8. Exit Outcome.

The Kansas Music Curriculum Framework - Pre-Kindergarten

NATIONAL CONTENT STANDARD #4: Understanding music.

Elements	
	Achievement Standard a: ***use their own vocabulary and standard music vocabulary to describe voices, instruments, music notation, and music of various genres, styles and periods from diverse cultures*** *Exit Outcome* The student will: 1. use personal and standard music vocabulary to describe music qualities in varying musical contexts.
All Elements	*Sequential Outcomes* The student will: 1. produce a communicative intent (vocalization, gesture, physical contact) in response to music. 2. produce a consistent communicative intent (vocalization, gesture, physical contact, utterance, word) in response to music. 3. use consistent communicative intents or own vocabulary to express personal ideas, feelings and understandings about music. 4. use their own vocabulary to describe musical ideas, feelings and concepts. 5. show understanding of modeled music vocabulary in response to specific musical examples. 6. use modeled vocabulary to describe musical examples. 7. show understanding of (developmentally appropriate) standard vocabulary in response to specific musical examples. 8. use standard vocabulary to describe musical examples of various genres, styles and periods from diverse cultures. 9. Exit Outcome.
	Achievement Standard b: ***sing, play instruments, move or verbalize to demonstrate awareness of the elements of music and changes in their usage*** *Exit Outcome* The student will: 1. use personal and standard music vocabulary (appropriate to developmental level, language level and culture) to describe music qualities in varying musical contexts.

Element	
All Elements	*Sequential Outcomes* The students will: 1. respond (vocalization, gesture, physical contact, body sound, instrument sound) to obvious changes in musical elements. 2. produce a consistent response (vocalization, gesture, physical contact, utterance, word, singing response, instrumental pattern) to represent changes in musical elements. 3. respond in a variety of ways to express personal ideas, feelings and understandings about musical elements. 4. imitate an adult model (singing, playing, moving, manipulating objects or verbalizing) in response to elements of music and their changes in usage. 5. respond independently (sing, play, move, manipulate objects or verbalize) to describe musical ideas, feelings and concepts. 6. show understanding of musical elements (developmentally appropriate) and changes in their usage through a variety of musical responses individually and in a group. 7. Exit Outcome.
	Achievement Standard c: ***demonstrate an awareness of music as a part of daily life*** *Exit Outcome* The student will: 1. respond to, ask for, choose or make appropriate music during daily activities and routines in familiar locations.
Style	*Sequential Outcomes* The student will: 1. respond to presence or absence of sound. 2. respond to presence or absence of music in the environment. 3. seek musical toys or sources of music in the environment or ask for music. 4. associate specific musical examples with activities, routines or locations in the environment. 5. choose appropriate music for activities, routines or locations in the environment. 6. associate appropriate musical examples with varying styles, genre, cultures, or events. 7. Exit Outcome.

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National Content Standard #1:
Singing, alone and with others, a varied repertoire of music.

Kansas Music Curriculum Framework

National Content Standard #1: Singing, alone and with others, a varied repertoire of music.

Elements	Basic	Intermediate	Proficient	Advanced
	Achievement Standard a: ***sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo [beat]*** *Exit Outcomes* The student will: 1. independently use a developmentally appropriate voice to sing diatonic songs of at least an octave while maintaining accurate pitch, correct posture and precise articulation (Diction). 2. the student will demonstrate, with a steady tempo (steady beat), accurate duration of each pitch in simple meters.	***Achievement Standard a:*** ***sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles*** *Exit Outcome* The student will: 1. sing accurately with a supported tone throughout their vocal range while singing alone and in small and large ensembles.	***Achievement Standard a:*** ***sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory*** *Exit Outcome* The student will: 1. use vocal techniques required for the expressive performance of vocal literature of level four in a classroom setting.	
Timbre	*Sequential Outcomes* The student will: 1. use singing, speaking, whispering and shouting voices discriminately. 2. use a developmentally appropriate singing voice, utilizing a head tone. 3. Exit Outcome #1.		*Sequential Outcome* The student will: 1. perform an expanding repertoire of vocal literature using correct vocal technique. 2. Exit Outcome.	

Elements	Basic	Intermediate	Proficient	Advanced
Pitch	The student will: 1. differentiate appropriate and inappropriate posture for singing. 2. use appropriate posture for singing. 3. accurately respond to high and low sounds. 4. accurately echo short melodic patterns. 5. independently sing simple songs with accurate pitch. 6. Exit Outcome #1	*Sequential Outcomes* The student will: 1. discriminate between a supported and non-supported tone. 2. imitate supported and non-supported tone. 3. Exit Outcome.		
Expression: Articulation	The student will: 1. echo modeled diction. 2. independently use accurate diction. 3. Exit Outcome #1			
Rhythm	The student will: 1. join in an established steady beat. 2. generate a steady beat. 3. discriminate between the steady beat and rhythm patterns. 4. echo patterns of long and short sounds. 5. generate patterns of long and short sounds. 6. sing rhythm patterns in simple meters. 7. Exit Outcome #2.			

Elements	Basic	Intermediate	Proficient	Advanced
	Achievement Standard b: ***sing expressively, with appropriate dynamics, phrasing, and interpretation*** *Exit Outcome* The student will: 1. sing age appropriate songs using accurate dynamics and phrasing to communicate an interpretation of a given song.	***Achievement Standard b:*** ***sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory*** *Exit Outcome* The student will: 1. use vocal techniques required for expressive performance of vocal literature of level two music in a classroom setting.	***Achievement Standard b:*** ***sing music written in four parts, with and without accompaniment*** *Exit Outcome* The student will: 1. independently sing in a four-part ensemble with or without accompaniment.	
Expression: Dynamics	*Sequential Outcomes* The student will: 1. discriminate between loud and soft sounds. 2. echo appropriate dynamic levels. 3. demonstrate appropriate dynamic levels. 4. Exit Outcome.	*Sequential Outcomes* The student will: 1. demonstrate accurate vowel shapes/sounds. 2. demonstrate accurate beginning and ending consonants. 3. demonstrate accurate diphthongs. 4. demonstrate precise diction. 5. Exit Outcome.		
Expression: Phrasing	The student will: 1. move to selected phrases. 2. identify phrases in music. 3. move to show contour and flow of phrases. 4. show contour and flow of phrases while singing. 5. Exit Outcome.			

Elements	Basic	Intermediate	Proficient	Advanced
Expression: Style	The student will: 1. define interpretation as related to music. 2. move to show an interpretation of a song. 3. Exit Outcome.			
	Achievement Standard c: ***sing from memory a varied repertoire of songs representing genres and styles from diverse cultures*** *Exit Outcome* The student will: 1. sing from memory selected songs characteristic of music from various periods, genres, and cultures.	***Achievement Standard c:*** ***sing music representing diverse genres and cultures, with expression appropriate for the work being performed*** *Exit Outcome* The student will: 1. apply appropriate stylistic elements needed to perform authentically the music of various genres and cultures.	***Achievement Standard c:*** ***demonstrate well-developed ensemble skills*** *Exit Outcome* The student will: 1. demonstrate vocal techniques to enhance ensemble performance.	
Style **All Elements**	*Sequential Outcomes* The student will: 1. identify stylistic differences of songs from various genres and cultures. 2. model stylistic differences when singing songs from various genres and cultures. 3. Exit Outcome.	*Sequential Outcome* The student will: 1. compare and contrast stylistic differences of music from various genres and cultures. 2. Exit Outcome.	*Sequential Outcomes* The student will: 1. compare/contrast examples of effective and ineffective phrasing in a choral ensemble. 2. demonstrate effective phrasing in a choral ensemble. 3. Exit Outcome.	

Elements	Basic	Intermediate	Proficient	Advanced
	Achievement Standard d: ***sing ostinatos, partner songs, and rounds*** *Exit Outcome* The student will: 1. independently sing simple songs in harmony.	***Achievement Standard d:*** ***sing music written in two and three parts*** *Exit Outcome* The student will: 1. independently sing harmony in songs of two and three-parts.		***Achievement Standard d:*** ***sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 5, on a scale of 1 to 6*** *Exit Outcome* The student will: 1. use vocal techniques required for expressive performance of vocal literature of level five in a choral ensemble.
Harmony	*Sequential Outcomes* The student will: 1. differentiate between unison and harmony. 2. sing with provided ostinato accompaniment. 3. perform simple melodies with vocal ostinatos. 4. perform simple rounds and partner songs. 5. Exit Outcome.	*Sequential Outcomes* The student will: 1. with the class, sing the harmony with a provided melody in a two-part setting. 2. in a group setting, independently sing harmony in a two part arrangement while other students sing the melody. 3. sing harmony in three-part music. 4. Exit Outcome.		

Elements	Basic	Intermediate	Proficient	Advanced
	Achievement Standard e: ***sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor*** *Exit Outcomes* The student will: 1. demonstrate appropriate timbre and dynamics while singing in an ensemble setting. 2. respond expressively to conductor's cues while singing in ensembles.	***Achievement Standard e:*** ***sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory (choral ensemble)*** *Exit Outcome* The student will: 1. use vocal techniques required for expressive performance of vocal literature of level three in a choral ensemble.		***Achievement Standard e:*** ***sing music written in more than four parts*** *Exit Outcome* The student will: 1. independently sing music composed for more than four-parts.
Expression: Timbre **Expression: Dynamics**	*Sequential Outcomes* The student will: 1. sing developmentally appropriate vocal timbres within an ensemble. 2. Exit Outcome #1. The student will: 1. discriminate appropriate dynamic levels in a choral ensemble. 2. use appropriate dynamic levels in a choral ensemble. 3. Exit Outcome #1.			

Elements	Basic	Intermediate	Proficient	Advanced
Expression: All	*Sequential Outcomes* The student will: 1. identify expressive gestures given by the conductor. 2. Exit Outcome #2.			
All Elements		*Sequential Outcomes* 1. identify vocal techniques required for expressive performance of vocal literature of level 3 in a choral ensemble. 2. Exit Outcome.		
				Achievement Standard f: ***sing in small ensembles with one student on a part*** *Exit Outcome* The student will: 1. sing independently in small ensembles with one student on a part.

NATIONAL CONTENT STANDARD #2:
Performing on instruments, alone and with others, a varied repertoire of music.

The Kansas Music Curriculum Framework

NATIONAL CONTENT STANDARD #2: Performing on instruments, alone and with others, a varied repertoire of music.

Elements	Basic	Intermediate	Proficient	Advanced
	Achievement Standard a: ***perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo[beat]***	***Achievement Standard a:*** ***perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control***	***Achievement Standard a:*** ***perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6***	
	Exit Outcomes The student will: 1. perform a short song with accurate pitch. 2. perform accurate rhythms including 2:1, 3:1, 4:1 in simple meters on classroom instruments. 3. perform a short song using effective expression . 4. perform a short song using appropriate timbre.	*Exit Outcome* The student will: 1. perform alone or in small and large ensembles using correct technique.	*Exit Outcome* The student will: 1. use instrumental techniques required for the expressive and accurate performance of instrumental literature of level 4 in a classroom setting.	
Pitch	*Sequential Outcomes* The student will: 1. identify/play high/low sounds. 2. play melodic patterns of 2-5 pitches. 3. play phrases and short songs. 4. Exit Outcome #1.			

Elements	Basic	Intermediate	Proficient	Advanced
Rhythm	The student will: 1. respond to and demonstrate steady beat. 2. identify/play long and short sounds. 3. echo rhythm patterns in simple meters. 4. play rhythmic patterns independently in simple meters. 5. Exit Outcome #2.			
Expression: Dynamics	The student will: 1. respond to loud and soft sounds. 2. play loud and soft sounds. 3. demonstrate degrees of loud and soft. 4. Perform with appropriate dynamics. 5. Exit Outcome #3.			
Expression: Tempo	The student will: 1. respond to fast and slow tempos. 2. play fast and slow tempos. 3. demonstrate fast, slow and medium tempos. 4. maintain the speed established at the beginning of the song. 5. Exit Outcome #2.			
Timbre	The student will: 1. identify classroom instruments. 2. play instruments imitating modeled techniques. 3. Exit Outcome #4.			

Elements	Basic	Intermediate	Proficient	Advanced
All Elements		*Sequential Outcomes* The student will: 1. identify techniques which contribute to accurate and independent performance. 2. apply techniques which contribute to accurate and independent performance. 3. Exit Outcome.	*Sequential Outcomes* The student will: 1. perform with expression an expanding repertoire of literature using correct instrumental technique. 2. Exit Outcome.	
	Achievement Standard b: *perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments* *Exit Outcomes* The student will: 1. perform rhythmic patterns accurately and independently on classroom instruments. 2. perform melodic patterns accurately and independently on classroom instruments. 3. perform chordal patterns accurately and independently as an accompaniment on classroom instruments.	***Achievement Standard b:*** *perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6* *Exit Outcome* The student will: 1. use instrumental techniques required for accurate and expressive performance of instrumental literature of level 2 music in a classroom setting.	***Achievement Standard b:*** *perform an appropriate part in an ensemble, demonstrating, well-developed ensemble skills* *Exit Outcome* The student will: 1. demonstrate well developed technical and musical skills while performing within an ensemble.	

Elements	Basic	Intermediate	Proficient	Advanced
Rhythm	*Sequential Outcomes* The student will: 1. independently perform simple rhythmic patterns. 2. independently perform rhythm patterns in duple/triple meter. 3. Exit Outcome #1.			
Melody	The student will: 1. independently perform ascending, descending, and repeating patterns. 2. independently perform simple melodic patterns. 3. Exit Outcome #2.			
Harmony	The student will: 1. play, independently, an ostinato on classroom instruments. 2. play, independently, basic chords. 3. Exit Outcome #3.			
Expression: Articulation		*Sequential Outcomes* The student will: 1. demonstrate accurate articulation through appropriate technical skills (e.g. bowing, tonguing, sticking). 2. Exit Outcome.		

Elements	Basic	Intermediate	Proficient	Advanced
	Achievement Standard c: ***perform expressively a varied repertoire of music representing diverse genres and styles*** *Exit Outcome* The student will: 1. expressively perform music selected from various periods and cultures.	***Achievement Standard c:*** ***perform music representing diverse genres and cultures, with expression appropriate for the work being performed*** *Exit Outcome* The student will: 1. apply stylistic elements to perform authentically the music of various genres and cultures.	***Achievement Standard c:*** ***perform in small ensembles with one student on a part*** *Exit Outcome* The student will: 1. perform in a small ensemble with one student on a part.	
Style	*Sequential Outcomes* The student will: 1. identify stylistic characteristics of music from various genres and cultures. 2. perform music of historical and cultural significance. 3. play instruments indigenous to various cultures. 4. Exit Outcome.	*Sequential Outcomes* The student will: 1. compare and contrast stylistic elements of music from various genres and cultures. 2. play instruments indigenous to various cultures. 3. Exit Outcome.	*Sequential Outcomes* The student will: 1. demonstrate appropriate dynamics and balance within the ensemble. 2. demonstrate well defined articulation. 3. maintain an appropriate tempo for the style of music. 4. demonstrate phrasing appropriate for the style of music. 5. Exit Outcome.	

Elements	Basic	Intermediate	Proficient	Advanced
	Achievement Standard d: ***echo short rhythmic and melodic patterns*** *Exit Outcomes* The student will: 1. accurately echo short rhythmic patterns. 2. accurately echo short melodic patterns.	***Achievement Standard d:*** ***play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument*** *Exit Outcomes* The student will: 1. perform by ear a simple melody on a melodic instrument. 2. perform by ear a simple accompaniment on a harmonic instrument.		***Achievement Standard d:*** ***perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 5, on a scale of 1 to 6*** *Exit Outcome* The student will: 1. use instrumental techniques for the expressive and accurate performance of instrumental literature of level 5 difficulty.
Melody **Harmony**		*Sequential Outcomes* The student will: 1. echo accurately short melodic patterns. 2. play simple melodies independently. 3. Exit Outcome #1. The student will: 1. play a simple accompaniment. 2. Exit Outcome #2.		

Elements	Basic	Intermediate	Proficient	Advanced
	Achievement Standard e: ***perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor***	***Achievement Standard e:*** ***students who participate in an instrumental ensemble or class: perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory***		
	Exit Outcomes The student will: 1. demonstrate appropriate timbre and dynamics while playing in an ensemble setting. 2. respond to the conductor's cues while performing in groups.	*Exit Outcomes* The student will: 1. use instrumental techniques required for expressive performance of level 3 literature in an instrumental ensemble. 2. perform a solo by memory with a level 3 difficulty.		
Timbre	*Sequential Outcomes* The student will: 1. perform in various classroom instrumental combinations. 2. differentiate and blend the various instrumental timbres. 3. Exit Outcome #1.			
Expres-ion: Dynamics	*Sequential Outcomes* The student will: 1. identify the dynamic levels of the music. 2. respond and perform designated dynamics to the cues of the conductor. 3. Exit Outcome #1, #2.	*Sequential Outcomes* The student will: 1. identify and play dynamic and tempo markings within chosen instrumental literature. 2. perform expressively and with technical accuracy. 3. Exit Outcome #1, #2.		

Elements	Basic	Intermediate	Proficient	Advanced
Expression: All	The student will: 1. identify expressive gestures given by the conductor. 2. Exit Outcome #2.			
	Achievement Standard f: ***perform independent instrumental parts while other students sing or play contrasting parts*** *Exit Outcome* The students will: 1. accompany other students while they sing or play.			
Harmony	*Sequential Outcomes* The student will: 1. perform instrumental parts independently. 2. Exit Outcome.			

NATIONAL CONTENT STANDARD # 3:
Improvising melodies, variations, and accompaniments.

The Kansas Music Curriculum Framework

NATIONAL CONTENT STANDARD # 3: Improvising melodies, variations, and accompaniments.

Elements	Basic	Intermediate	Proficient	Advanced
	Achievement Standard a: ***improvise "answers" in the same style to given rhythmic and melodic phrases*** *Exit Outcome* The student will: 1. improvise "answers" in the same style to given rhythmic and melodic "questions."	***Achievement Standard a:*** ***improvise simple harmonic accompaniments*** *Exit Outcome* The student will: 1. improvise a simple harmonic accompaniment.	***Achievement Standard a:*** ***improvise stylistically appropriate harmonizing parts*** *Exit Outcome* The student will: 1. improvise a stylistically appropriate harmonizing part.	
Harmony		*Sequential Outcomes* The student will: 1. identify chord changes I, IV, V. 2. aurally discriminate I, IV, and V chords in a musical context. 3. explain the triadic structure of I, IV, & V. 4. improvise on the triadic structure of I, IV, & V over provided chord progressions (e.g. 12 bar blues). 5. perform a chordal progression accompaniment using I, IV, V chords. 6. Exit Outcome.	*Sequential Outcomes* The student will: 1. compare /contrast several contrapuntal styles of music. e.g. hymns, chorales, gospel and dixieland. 2. improvise harmonization to a familiar melody. 3. Exit Outcome.	

Elements	Basic	Intermediate	Proficient	Advanced
Rhythm	*Sequential Outcomes* The student will: 1. echo short rhythmic phrases. 2. create short rhythmic phrases within specified guidelines. 3. create appropriate rhythmic answers to a given rhythmic questions. 4. Exit Outcome.			
Pitch	The student will: 1. echo short melodic phrases. 2. play or sing a pitched response to short melodic phrases. 3. improvise short melodic patterns within specified guidelines. 4. Exit Outcome.			
Style	The student will: 1. echo a response with the same expression – (articulation and/or dynamics.) 2. respond to a given phrase with similar expression. 3. improvise a short phrase incorporating specified articulations and dynamics. 4. Exit Outcome.			

Elements	Basic	Intermediate	Proficient	Advanced
	Achievement Standard b: ***improvise simple rhythmic and melodic ostinato accompaniments***	***Achievement Standard b:*** ***improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys***	***Achievement Standard b:*** ***improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys***	
	Exit Outcome The student will: 1. improvise simple rhythmic and melodic ostinato accompaniments.	*Exit Outcomes* The student will: 1. improvise simple melodic embellishments and variations on a given melody using pentatonic and/or major keys. 2. improvise simple rhythmic variations on a given melody using pentatonic and/or major keys.	*Exit Outcome* The student will: 1. improvise simple rhythmic and melodic variations on a given melody using pentatonic, major and minor keys.	
Melody	*SequentialOutcomes* The student will: 1. perform a simple given melodic ostinato. 2. explore a variety of melodic ostinatos. 3. create a melodic ostinato for a given piece. 4. Exit Outcome.	*Sequential Outcomes* The student will: 1. compare/contrast melodic embellishments and melodic variations. 2. perform embellishments on a given melody using pentatonic and/or major keys. 3. perform variations on a given melody using pentatonic and /or major keys. 4. Exit Outcome #1.	*Sequential Outcomes* The student will: 1. compare/contrast melodic variations. 2. perform variations on a given melody using pentatonic, major and/or minor keys. 3. Exit Outcome.	
Rhythm	The student will: 1. perform a simple given rhythmic ostinato. 2. explore a variety of rhythmic ostinatos. 3. create a melodic ostinato to a given piece. 4. Exit Outcome.	The student will: 1. identify rhythmic variations in a given melody. 2. perform rhythmic variations on a given motif. 3. Exit Outcome #2.	The student will: 1. compare/contrast rhythmic variations. 2. perform rhythmic variations on a given melody. 3. Exit Outcome.	

Elements	Basic	Intermediate	Proficient	Advanced
	Achievement Standard c: ***improvise simple rhythmic variations and simple melodic embellishments on familiar melodies*** *Exit Outcomes* The student will: 1. improvise an original rhythmic variation (note value or meter) on a familiar melody. 2. improvise an original melodic embellishment on a given melody.	***Achievement Standard c:*** ***improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality*** *Exit Outcome* The student will: 1. improvise a short melody within a selected style, meter, and tonality over a given rhythmic accompaniment.	***Achievement Standard c:*** ***improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality*** *Exit Outcome* The student will: 1. improvise original melodies over given chord progressions each in a consistent style, meter, and tonality.	
Rhythm	*Sequential Outcomes* The student will: 1. echo rhythmic variations. 2. improvise on a given melody using a selected rhythmic pattern. 3. Exit Outcome #1.			
Melody	The student will: 1. echo melodic embellishments. 2. improvise melodic embellishment on a selected melody. 3. Exit Outcome #2.	*Sequential Outcomes* The student will: 1. independently improvise a melody on a given pentatonic scale. 2. independently improvise a melody on a given pentatonic or major scale, unaccompanied. 3. select a tonality and improvise a melody within a given major key. 4. Exit Outcome.		

Elements	Basic	Intermediate	Proficient	Advanced
Style		*Sequential Outcomes* The student will: 1. independently improvise a melody in a given style. 2. independently improvise an unaccompanied melody in a given style. 3. improvise consistently in a given style 4. Exit Outcome.		
All Elements			*Sequential Outcomes* The student will: 1. identify scale degrees in relationship to major and minor tonality. 2. explain the harmonic structure of a given chord progression. 3. improvise on the harmonic structure of a familiar chord progression in various styles. 4. Exit Outcome.	

Elements	Basic	Intermediate	Proficient	Advanced
	Achievement Standard d: ***improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means*** *Exit Outcome* The student will: 1. improvise an original short song or instrumental piece with a variety of sound sources within specified guidelines.			***Achievement Standards d:*** ***improvise stylistically appropriate harmonizing parts in a variety of styles*** *Exit Outcome* The student will 1. improvise stylistically appropriate harmony.
Timbre **Form**	*Sequential Outcomes* The student will: 1. explore the sound possibilities of a nontraditional instrument. 2. create an original phrase using a variety of sound sources. 3. Exit Outcome. The student will: 1. improvise an original phrase to a given cued phrase. 2. improvise an original short song (vocal or instrumental) within simple structural guidelines. 3. Exit Outcome.			

Elements	Basic	Intermediate	Proficient	Advanced
Harmony				*Sequential Outcomes* The student will: 1. compare and contrast selected harmonic styles and progressions. 2. improvise in a given style. 3. Exit Outcome.
				Achievement Standard e: ***improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality*** *Exit Outcome* The student will: 1. improvise original melodies in a variety of styles, over given chord progressions.
All Elements				*Sequential Outcomes* The student will: 1. identify scales in all tonalities. 2. improvise in all tonalities and styles. 5. Exit Outcome.

National Content Standards #4:
Composing and arranging music within specified guidelines.

Kansas Music Curriculum Framework

National Content Standards #4: Composing and arranging music within specified guidelines.

Elements	Basic	Intermediate	Proficient	Advanced
	Achievement Standard a: ***create and arrange music to accompany readings or dramatizations***	***Achievement Standard a:*** ***compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance***	***Achievement Standard a:*** ***compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect***	
	Exit Outcome The student will: 1. use traditional and non-traditional instruments and materials to create a simple rhythmic accompaniment to a poem or story.	*Exit Outcomes* The student will: 1. compose simple pieces demonstrating unity and variety. 2. compose simple pieces using tension and release. 3. compose simple pieces demonstrating the use of balance (ensemble and/or structural) .	*Exit Outcome* The student will: 1. compose in at least 2 distinct styles.	
Timbre **Melody**	*Sequential Outcomes* The student will: 1. play instruments of various timbres. 2. select appropriate timbres for a given text. 3. Exit Outcome.	*Sequential Outcomes* The student will: 1. identify melodies demonstrating stepwise and skipping movement. 2. compose melodies demonstrating stepwise and skipping movement. 3. Exit Outcome #1.		

Elements	Basic	Intermediate	Proficient	Advanced
Expression: Dynamics	The student will: 1. demonstrate various dynamics using instruments. 2. select appropriate dynamics for a given text. 3. Exit Outcome.			
Style			*Sequential Outcomes* The student will: 1. compare/contrast the use of musical elements from different genres, composers and time periods. 2. arrange a given song in several different styles. 3. Exit Outcome.	
Expression: Tempo	The student will: 1. demonstrate various tempos using selected instruments. 2. select appropriate tempos for a given text. ***3. Exit Outcome.***			
Form		The student will: 1. identify contrasting sections of a given piece, (e.g. binary, ternary, rondo and theme and variation) 2. compose a "B" section given the "A" section. 3. compose simple variations on a given theme. 4. compose short work in ternary and/or rondo form. 5. Exit Outcome #1.		

Elements	Basic	Intermediate	Proficient	Advanced
Harmony		*Sequential Outcomes* The student will: 1. identify examples of dissonance/consonance. 2. create a short example of resolution from dissonance to consonance. 3. Exit Outcome #2.		
All Elements		*Sequential Outcomes* The student will: 1. identify the balance (ensemble and/or structural) of musical elements in a performance. 2. Exit Outcome #3.		
	Achievement Standard b: *create and arrange short songs and instrumental pieces within specified guidelines* *Exit Outcome* The student will: 1. arrange and create short songs and/or instrumental pieces.	***Achievement Standard b:*** *arrange simple pieces for voices or instruments other than those for which the pieces were written* *Exit Outcome* The student will: 1. arrange a simple piece for voices or instruments other than that for which the piece was written.	***Achievement Standard b:*** *arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music* *Exit Outcome* The student will: 1. arrange a piece for voices or instruments other than that for which the piece was written while preserving or enhancing the expressive effect of the music.	

Elements	Basic	Intermediate	Proficient	Advanced
Rhythm	*Sequential Outcomes* The student will: 1. vary the rhythm of a known piece. 2. create a simple rhythmic interlude or ostinato to a known piece. 3. create a simple rhythmic composition or accompaniment. 4. Exit Outcome.	*Sequential Outcomes* The student will: 1. identify potential voices or instruments for use in the piece to be arranged. 2. select an instrument or voice appropriate to the parameters of the given piece. 3. Exit Outcome.		
Melody	The student will: 1. vary the melody of a known piece. 2. create a simple melodic introduction or coda to a known piece. 3. create a simple melody. 4. Exit Outcome.			
All Elements			*Sequential Outcomes* The student will: 1. identify the unique expressive elements of a given piece. 2. Exit Outcome.	
	Achievement Standard c: ***use a variety of sound sources when composing*** *Exit Outcome* The student will: 1. compose short pieces using a variet of sound sources.	***Achievement Standard c:*** ***use a variety of traditional and non-traditional sound sources and electronic media when composing and arranging*** *Exit Outcome* The student will: 1. compose and/or arrange a piece using traditional and nontraditional sound sources and electronic music.	***Achievement Standard c:*** ***compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional uses of the sound sources*** *Exit Outcome* The student will: 1. compose and/or arrange a piece for a variety of instruments within their traditional range and use.	

Elements	Basic	Intermediate	Proficient	Advanced
Timbre	*Sequential Outcomes* The student will: 1. identify possible sound sources for use in composition. 2. compare/contrast appropriate sound sources. 3. Exit Outcome .	*Sequential Outcomes* The student will: 1. identify possible electronic sounds for use in composition. 2. compare/contrast appropriate electronic sounds. 3. Exit Outcome.	*Sequential Outcomes* The student will: 1. compare/contrast ranges of selected instruments, voices and sound sources. 2. Compare/contrast traditional uses of instruments, voices and sound sources. 3. Exit Outcome.	
				Achievement Standard d: ***compose music, demonstrating imagination and technical skill in applying the principles of composition*** *Exit Outcome* The student will: 1. compose a piece demonstrating traditional and/or nontraditional uses of instruments, voices, and sound sources.
All Elements				*Sequential Outcomes* The student will : 1. compare/contrast traditional and/or nontraditional uses of the musical elements (principles of composition). 2. Exit Outcome.

NATIONAL CONTENT STANDARD #5:
Reading and notating music.

The Kansas Music Curriculum Framework

NATIONAL CONTENT STANDARD #5: Reading and notating music.

Elements	Basic	Intermediate	Proficient	Advanced
	Achievement Standard a: ***read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures*** *Exit Outcome* The student will read and notate: 1. whole, half, dotted half, quarter, and eighth notes and corresponding rests in 2/4, 3/4, and 4/4 meter.	***Achievement Standard a:*** ***read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 4/4, 6/8, 3/4. 3/8, and alla breve meter signatures [rhythm]*** *Exit Outcome* The student will: 1. read and notate whole, half, quarter, eighth, sixteenth, and dotted notes and corresponding rests in 2/4, 4/4, 3/4, 6/8, 3/8, and alla breve meter signatures.	***Achievement Standard a:*** ***demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used*** *Exit Outcome* The student will: 1. describe the traditional musical elements: form, melody, rhythm, harmony, style, timbre, and expression when reading an instrumental or vocal score. (up to four staves)	
Rhythm	*Sequential Outcomes* The student will: 1. respond to: • steady beat. • divided beat (2:1). • strong beat in duple and triple meter. • quarter, eighth, half, dotted half, whole notes and corresponding rests, in 2/4, 4/4, and then 3/4 meter.	*Sequential Outcomes* The student will: 1. respond to • divided beat (4:1). • sixteenth notes, dotted notes and corresponding rests. • 6/8, 3/8, and alla breve meter signatures.	*Sequential Outcomes* The student will: 1. describe in selected repertoire: • FORM. • MELODY. • RHYTHM (meter, sounds, and silences). • HARMONY. • STYLE. • TIMBRES. • EXPRESSIVE ELEMENTS. 2. Exit Outcome.	

Elements	Basic	Intermediate	Proficient	Advanced
All Elements	2. identify • steady beat. • divided beat (2:1). • strong beat in duple and triple meter. • quarter, eighth, half, dotted half, whole notes and corresponding rests, in 2/4, 4/4,and then 3/4 meter. 3. read steady beat. • divided beat (2:1). • strong beat in duple and triple meter. • quarter, eighth, half, dotted half, whole notes and corresponding rests, in 2/4, 4/4, and then 3/4 meter. 4. Exit Outcome.	2. identify • divided beat (4:1). • sixteenth notes, dotted notes and corresponding rests. • 6/8, 3/8, and alla breve meter signatures. 3. read • divided beat (4:1). • sixteenth notes, dotted notes and corresponding rests. • 6/8, 3/8, and alla breve meter signatures. 4. Exit Outcome.		
	***Achievement Standard b:* use a system (that is, syllable, number, or letters) to read simple pitch notation in the treble clef in major keys** *Exit Outcome* The student will: 1. read and notate simple pitch notation using traditional notation.	***Achievement Standard b:* read at sight simple melodies in both the treble and bass clefs** *Exit Outcome* The student will: 1. sight-read simple melodies in treble and bass clef.	***Achievement Standard b:* students who participate in a choral or instrumental ensemble or class: will sight-read, accurately and expressively, music with a level difficulty of 3 on a scale of 1 to 6** **(Please see Achievement Standard "e" for alignment)** *Exit Outcome* The student will: 1. sight-read, accurately and expressively, music with a difficulty of 3.	

Elements	Basic	Intermediate	Proficient	Advanced
Pitch	*Sequential Outcomes* The student will: 1. respond to visual (pictorial) representation of sounds. 2. will read and notate, on the staff, simple pitch icons using steps, skips, repeats (same). 3. name the lines and spaces of the treble clef. 4. read and notate, on the staff, traditional notation in keys of C, G, and F. 5. Exit Outcome.			
Melody		*Sequential Outcomes* The student will: 1. identify and sing or play intervals in treble clef. 2. name the line and spaces in bass clef. 3. sight-read simple melodies in treble clef. 4. name the lines and spaces of the bass clef. 5. Exit Outcome.		
All Elements			The student will: 1. sight-read music of developmentally appropriate level, following all expressive markings. 2. sight-read music with a difficulty level of 2, following all expressive markings. 3. Exit Outcome.	

Elements	Basic	Intermediate	Proficient	Advanced
	Achievement Standard c: ***identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing*** *Exit Outcome* The student will: 1. interpretation of traditional terms and symbols for dynamics, tempo, and articulation in performance.	***Achievement Standard c:*** ***identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression [interpretation]*** *Exit Outcome* The student will: 1. identify and define standard notation symbols.		***Achievement Standard c:*** ***demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs*** *Exit Outcome* The student will: 1 analyze and evaluate the use of the traditional musical elements; form, melody, rhythm, harmony, style, timbre and expression when reading a full instrumental or vocal score. 2. explain all transpositions and the use of clefs when reading a full instrumental or vocal score.
Expression	*Sequential Outcomes* The student will: 1. respond discriminately to fast/slow, loud/soft, and smooth/detached. 2. respond to the terms for dynamics (forte, piano), tempo (allegro, largo), and articulation (legato, staccato). 3. name and define the terms for dynamics (forte, piano) and tempo (allegro, largo).			*Sequential Outcomes* The student will: 1. describe in selected repertoire: ▪ FORM. ▪ MELODY. ▪ RHYTHM. ▪ HARMONY. ▪ STYLE. ▪ TIMBRE. ▪ the transposition of PITCHES in an original score.

Elements	Basic	Intermediate	Proficient	Advanced
	4. identify additional terminology for dynamics, tempo, articulation and interpret correctly when performing. 5. Exit Outcome.			▪ Use of CLEFS within the score. ▪ EXPRESSIVE ELEMENTS. 2. Exit Outcomes #1 and #2.
Pitch		*Sequential Outcomes* The student will: 1. identify and define standard pitch notation. 2. Exit Outcome.		
Rhythm		The student will: 1. identify and define standard rhythmic notation. 2. Exit Outcome.		
Expres-sion		1. identify and define standard terminology for expression. 2. Exit Outcome.		
	Achievement Standard d: *use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher* *Exit Outcome* The student will: 1 notate, using standard symbols, simple dictated patterns for meter, rhythm, pitch, and dynamics.	***Achievement Standard d:*** *use standard notation to record [notate] their musical ideas and the musical ideas of others* *Exit Outcomes* The student will: 1. create and notate a short musical phrase using standard notation. 2. notate a dictated short musical phrase using standard notation.		***Achievement Standard d:*** *interpret nonstandard notation symbols used by some 20th century composers* *Exit Outcome* The student will: 1. interpret nonstandard notation symbols as used in a 20th century composition.

Elements	Basic	Intermediate	Proficient	Advanced
Rhythm	*Sequential Outcomes* The student will: 1. notate dictated simple rhythmic patterns. 2. notate dictated simple rhythmic patterns in 2/4, 3/4/, 4/4. 3. Exit Outcome.	*Sequential Outcomes* The student will: 1. the student will notate a dictated rhythmic phrase using 6/8, 3/8. and alla breve. 2. create and notate a rhythmic phrase. 3. Exit Outcome. #1 and #2.		
Melody	The student will: 1. notate dictated simple melodic patterns. 2. notate dictated simple melodic patterns in treble clef. 3. Exit Outcome.	The student will: 1. the student will notate a dictated melodic phrase using the grand staff. 2. create and notate a melodic phrase using treble and bass clef. (grand staff.) 3. Exit Outcome #1 and #2.		
Expression	The student will: 1. add standard symbols for dynamics to provided patterns. 2. Exit Outcome.	The student will: 1. add symbols for dynamics, tempo, articulation, and interpretation to a dictated musical phrase. 2. add symbols for dynamics, tempo, articulation, and interpretation to their created musical phrase. 3. Exit Outcome #1 and #2.		
All Elements				*Sequential Outcomes* The student will: 1. list and define examples of nonstandard notation symbols in selected repertoire.

Elements	Basic	Intermediate	Proficient	Advanced
				2. identify and discuss meaning of nonstandard notation symbols. 3. describe composers' interpretations of nonstandard notation. 4. compare what is heard to the written notation and find the unique characteristics of nonstandard notation. 5. create a short musical composition utilizing nonstandard notation. 6. Exit Outcome.
		Achievement Standard e: ***students who participate in a choral or instrumental ensemble or class: sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6*** *Exit Outcome* The student will: 1. sight-read, accurately and expressively, music with a difficulty level of 2.		***Achievement Standard e:*** ***students who participate in a choral or instrumental ensemble or class: sight-read, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6*** *Exit Outcome* The student will: ***1. sight-read, accurately and expressively, music with a difficulty level of 4.***
All Elements		*Sequential Outcomes* The student will: 1. sight-read simple music of developmentally appropriate level following expressive markings. 2. sight-read music with a difficulty level of 2 following all expressive markings. 3. Exit Outcome.		*Sequential Outcomes* The student will: 1. sight-read music of developmentally appropriate range following all expressive markings. 2. the student will sight-read level 4 music following all expressive markings. 3. Exit Outcome.

NATIONAL CONTENT STANDARD #6:
Listening to, analyzing, and describing music

The Kansas Music Curriculum Framework

NATIONAL CONTENT STANDARD #6: Listening to, analyzing, and describing music

Elements	Basic	Intermediate	Proficient	Advanced
	Achievement Standard a: ***identify simple music forms when presented aurally***	***Achievement Standard a:*** ***describe specific music events in a given aural example, using appropriate terminology***	***Achievement Standard a:*** ***analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices***	
	Exit Outcome The student will: 1. identify simple music forms when presented aurally. (ABA, Verse/Refrain, etc.)	*Exit Outcome* The student will: 1. describe specific music events in a given aural example, using appropriate terminology.	*Exit Outcome* The student will 1. describe given aural examples of a varied repertoire of music focusing on the use of elements of music and expressive devices.	
Form	*Sequential Outcomes* The student will: 1. compare patterns of music as same or different (phrase structure). 2. compare/contrast sections as same or different. 3. recognize and label sections by icon or letter. 4. Exit Outcome.			

Elements	Basic	Intermediate	Proficient	Advanced
All Elements		*Sequential Outcomes* The students will: 1. define specified music vocabulary terms. 2. identify and label specific music events in a given music selection. 3. Exit Outcome	*Sequential Outcomes* The student will: 1. identify diverse genres and cultural styles in a given aural example. 2. classify the elements of music and expressive devices used in the given aural example. 3. Exit Outcome.	
	Achievement Standard b: ***demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures*** *Exit Outcome* The student will: 1. describe the use of music elements in aural examples from diverse cultures.	***Achievement Standard b:*** ***analyze the uses of elements of music in aural examples representing diverse genres and cultures*** *Exit Outcome* The student will; 1. analyze the uses of music elements in aural examples representing diverse genres and cultures.	***Achievement Standard b:*** ***demonstrate extensive knowledge of the technical vocabulary of music*** *Exit Outcome* The student will: 1. demonstrate extensive knowledge of vocabulary unique to appropriate literature.	

All Elements	*Sequential Outcomes* The student will: 1. demonstrate the unique musical characteristics of a given culture through movement. 2. explore the predominate elements of music from various cultures through teacher questioning. 3. Exit Outcome.	*Sequential Outcomes* The student will: 1. identify the elements of music used in a given music example. 2. compare/contrast the way in which the elements of music are used in diverse genres. 3. Exit Outcome.	*Sequential Outcomes* The student will: 1. identify and define genre specific terms for a given musical selection. 2. categorize technical terms related to specific musical contexts. 3. Exit Outcome.	

Elements	Basic	Intermediate	Proficient	Advanced
	Achievement Standard c: ***use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances*** *Exit Outcome* The student will: 1. use appropriate vocabulary when explaining music literature, notation, instruments, voices, and performances.	***Achievement Standard c:*** ***demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music*** *Exit Outcome* The student will: 1. explain the use of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in a given musical selection.	***Achievement Standard c:*** ***identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques*** *Exit Outcomes* The student will: 1. identify and explain compositional devices and techniques used to provide tension and release in a musical work and give examples of other pieces that use these devices and techniques. 2. identify and explain compositional devices and techniques used to provide unity and variety in a musical work and give examples of other works that use these devices and techniques.	
All Elements	*Sequential Outcomes* The student will: 1. define music terminology that is developmentally appropriate. 2. Exit Outcome.	*Sequential Outcomes* The student will: 1. identify the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions through guided listening. 2. Exit Outcome.	*Sequential Outcomes* The student will: 1. identify and describe the tension and release in a selected musical work. 2. classify musical elements used to create tension and release in a musical work. 3. Exit Outcome #1.	

Elements	Basic	Intermediate	Proficient	Advanced
Form			*Sequential Outcomes* The student will: 1. identify and describe the similar and contrasting sections in a selected musical work. 2. represent the formal structure of similar and contrasting sections in a selected musical work. 3. Exit Outcome #2.	
	Achievement Standard d: ***identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices*** *Exit Outcome* The student will: 1. identify the sounds of a variety of instruments and voices.			***Achievement Standard d:*** ***demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given aural example*** *Exit Outcome* The student will: 1. describe in detail significant events occurring in a given aural example.
Timbre	*Sequential Outcomes* The student will: 1. name in isolation, selected instruments and voices. 2. Exit Outcome.			

Elements	Basic	Intermediate	Proficient	Advanced
	<u>Achievement Standard e:</u> respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music *Exit Outcomes* The student will: 1. respond to selected music characteristics or to specific music events through movement.			***<u>Achievement Standard e:</u> compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style*** *Exit Outcome* The student will: 1. compare the creative selections made by composers of a specific genre or style.
Expression **Style**	*Sequential Outcomes* The student will: 1. demonstrate an awareness of music elements with appropriate movement. 2. Exit Outcome.			*Sequential Outcomes* The student will: 1. list and classify compositional techniques of the works of several composers in the organization of musical elements of a given style. 2. compare and contrast two composers' use of one musical element in similar works. 3. Exit Outcome.

Elements	Basic	Intermediate	Proficient	Advanced
				Achievement Standard f: ***analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive*** *Exit Outcome* The student will: 1. analyze and describe how the elements of music are combined to create the expressive totality of a work.
All Elements				*Sequential Outcomes* The student will: 1. analyze the expressive features of a given work. 2. describe the expressive effect of specific musical elements. 3. Exit Outcome.

National Content Standard #7:
Evaluating music and music performed.

The Kansas Music Curriculum Framework

National Content Standard #7: Evaluating music and music performed.

Elements	Basic	Intermediate	Proficient	Advanced
	Achievement Standard a: ***devise criteria for evaluating performances and compositions***	***Achievement Standard a:*** ***develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing***	***Achievement Standard a:*** ***evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music***	
	Exit Outcome The student will: 1. devise criteria to evaluate a performance or composition.	*Exit Outcomes* The student will: 1. develop criteria for evaluating the quality and the effectiveness of music performances and compositions. 2. apply criteria to his or her personal listening. 3. apply criteria to personal performance.	*Exit Outcomes* The student will: 1. evolve an ever increasingly complex set of criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements and/or improvisations. 2. apply an ever increasingly complex set of criteria for making informed critical evaluations to the quality and effectiveness of performances, compositions, arrangements and/or improvisations regarding personal participation in music.	

Elements	Basic	Intermediate	Proficient	Advanced
All Elements	*Sequential Outcomes* The student will: 1. identify musical elements selected by teacher. 2. generate a list of descriptors for selected musical elements. 3. compare/contrast descriptors. 4. select most appropriate criteria. 5. Exit Outcome.	*Sequential Outcomes* The student will: 1. compare/contrast the quality and effectiveness of varied performances and compositions. 2. describe the musical characteristics of an effective performance or composition. 3. Exit Outcome #1. The student will: 1. make judgments about the quality and characteristics of a performance or composition. 2. Exit Outcome #2, #3 .		
	Achievement Standard b: ***explain, using appropriate music terminology, their personal preferences for specific musical works and styles*** *Exit Outcome* The student will: 1. explain, using appropriate music terminology, their personal preferences for specific musical works and styles.	***Achievement Standard b:*** ***evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria*** *Exit Outcome* The student will: 1. use specific criteria to evaluate their own and others' performances, compositions, arrangements and/or improvisations.	***Achievement Standard b:*** ***evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models*** *Exit Outcome* The student will: 1. use an ever increasingly complex set of criteria, evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models.	

Elements	Basic	Intermediate	Proficient	Advanced
				<u>Achievement Standard c</u>: evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions *Exit Outcomes* The student will: 1. evaluate a given musical work in terms of its aesthetic qualities. 2. explain the function of musical elements in evoking feelings and emotions.

National Content Standard #8:
Understanding relationships between music, the other arts, and disciplines outside the arts.

The Kansas Music Curriculum Framework

National Content Standard #8: Understanding relationships between music, the other arts, and disciplines outside the arts.

Elements	Basic	Intermediate	Proficient	Advanced
	Achievement Standard a: ***identify similarities and differences in the meanings of common terms used in the various arts***	***Achievement Standard a:*** ***compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art***	***Achievement Standard a:*** ***explain how elements, artistic processes (such as imagination or crafts-manship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples***	
	Exit Outcome The student will: 1. define and explain expressive elements among several art forms. (e.g. balance, texture, color, line).	*Exit Outcome* The student will: 1. compare and contrast the unique expressive elements of two or more art forms as they are used to communicate similar events, scenes, emotions or ideas.	*Exit Outcome* The student will: 1. create an original work and cite examples that influenced their artistic/creative processes and organizational principles.	
Inte-grated Elements	*Sequential Outcomes* The student will: 1. respond to selected expressive elements common to music and another art form. 2. identify selected expressive elements common to music and another art form. 3. Exit outcome.	*Sequential Outcomes* The student will: 1. describe the expressive elements of various art forms. 2. respond to the expressive elements of a given musical selection through a different art form. 3. Exit outcome.	*Sequential Outcomes* The student will: 1. list or identify attributes of the artistic/creative processes and organizational principles in a given art form. 2. compare and contrast the artistic/creative processes and organizational principles of two or more art forms. 3. Exit Outcome.	

Elements	Basic	Intermediate	Proficient	Advanced
	Achievement Standard b: ***identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music*** *Exit Outcome* The student will: 1. identify elements and subject matter of music and their interrelationships within several disciplines in the school.	***Achievement Standard b:*** ***describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music*** *Exit Outcome* The student will: 1. describe elements and subject matter of music and their interrelationships within several disciplines in the school.	***Achievement Standard b:*** ***compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures*** *Exit Outcome* The student will: 1. compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.	
Integrated Elements	*Sequential Outcomes* The student will: 1. respond to the subject matter of another discipline as it relates to the elements of music. 2. Exit Outcome.	*Sequential Outcomes* The student will: 1. respond to the subject matter of another discipline as it relates to the elements of music. 2. identify how music elements relate to elements of other disciplines. 3. Exit Outcome.	*Sequential Outcomes* The student will: 1. list characteristics of two or more art forms from a given historical period and /or culture. 2. Exit Outcome.	
			Achievement Standard c: ***explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music*** *Exit Outcome* The student will: 1. explain the ways in which the content and elements of various disciplines outside the arts are interrelated with those of music.	

Elements	Basic	Intermediate	Proficient	Advanced
				Achievement Standard d: ***compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures*** *Exit Outcome* The student will: 1. compare and contrast artistic/creative processes and organizational principles of two or more art forms from given historical periods. 2. compare and contrast artistic/creative processes and organizational principles of two or more art forms from given cultures.
				Sequential Outcomes The student will: 1. identify the unique attributes (artistic processes and organizational principles) of an art work from a given historical period and/or culture. 2. Exit Outcome #1, #2.

Elements	Basic	Intermediate	Proficient	Advanced
				Achievement Standard e: ***explain how the roles of creators, performer, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts*** *Exit Outcome* The student will: 1. evaluate the effectiveness of the interrelationships between creators, performers, and others involved in a production or presentation of the arts.
				Sequential Outcomes The student will: 1. identify and define the various participants in the production and presentation of a given art form. 2. categorize the roles and responsibilities of listed participants in the production and presentation of multiple art forms. (creator, performer, other.) 3. Exit Outcome.

National Content Standard #9:
Understanding music in relation to history and culture.

The Kansas Music Curriculum Framework

National Content Standard #9: Understanding music in relation to history and culture.

Elements	Basic	Intermediate	Proficient	Advanced
	Achievement Standard a: ***identify by genre or style aural examples of music from various historical periods and cultures*** *Exit Outcomes* The student will: 1. identify by genre or style, aural examples of music from various historical periods. 2. identify by genre or style, aural examples of music from various cultures.	***Achievement Standard a:*** ***describe distinguishing characteristics [elements] of representative music genres and styles from a variety of cultures*** *Exit Outcome* The student will: 1. describe specific characteristics (elements) of genres and styles from various cultures.	***Achievement Standard a:*** ***classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications*** *Exit Outcome* The student will: 1. classify new examples of music by genre/style, by historical period, and/or culture. 2. explain the reasoning for the classification.	
Form	*Sequential Outcomes* The student will: 1. hear, identify, and perform patterns which characterize cultures and/or historical periods. 2. hear, identify, and perform instrument patterns which characterize cultures and/or historical periods. 3. hear, identify, and perform simple melodic phrases from various cultures and/or historical periods. 4. Exit Outcome #1.	*Sequential Outcomes* The student will: 1. identify the predominant element found in selected genres and styles from various cultures. 2. compare and contrast the elements of selected genres and styles of various cultures using age appropriate vocabulary. 3. Exit Outcome		

Elements	Basic	Intermediate	Proficient	Advanced
Timbre	The student will: 1. hear and identify instruments of various cultures and/or historical periods. 2. identify by name the instruments of various cultures and/or historical periods. 3. hear and identify vocal timbres of various cultures and/or historical periods. 4. Exit Outcome #2.			
Style			*Sequential Outcomes* The student will: 1. analyze and discuss new examples of music by genre/style, by historical period, and/or culture. 2. explain the reasoning behind their analyzation. 3. Exit Outcome #1 and #2.	

Elements	Basic	Intermediate	Proficient	Advanced
	Achievement Standard b: ***describe in simple terms how elements of music are used in music examples from various cultures of the world***	***Achievement Standard b:*** ***classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics [elements] that cause each work to be considered exemplary***	***Achievement Standard b:*** ***identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them***	
	Exit Outcome The student will: 1. explain how elements of music are used in various cultures.	*Exit Outcomes* The student will: 1. identify selected repertoire by genre, style, historical period and composer. 2. classify selected repertoire by genre, style, historical period and composer. 3. explain the characteristics (elements) that cause the repertoire to be considered exemplary.	*Exit Outcome* The student will 1. identify various genres of American music, their historical origins, and associated well-known musicians.	
Rhythm	*Sequential Outcomes* The student will: 1. listen to, move, and play a steady beat in selected examples of various cultures. 2. listen to, move, and play even rhythms in selected examples of various cultures. 3. listen to, move, and play uneven rhythms in selected examples of various cultures.	*Sequential Outcomes* The student will: 1. listen and define genre, style, historical period and composer of the selected repertoire. 2. analyze characteristics (elements) of selected exemplary repertoire. 3. compare and contrast characteristics (elements) that cause the repertoire to be considered exemplary. 3. Exit Outcome.	*Sequential Outcomes* The student will: 1. listen and define various genres (types) of American music (i.e. work songs, march, gospel, jazz, barbershop, Broadway, folk, etc.). 2. will analyze the historical origins of American music. 3. list well-known musicians of American music (i.e. Burl Ives-folk songs; Louis Armstrong-jazz; Sousa-march; etc.). 4. Exit Outcome.	

Elements	Basic	Intermediate	Proficient	Advanced
	4. identify and demonstrate the strong beat in selected cultural examples. 5. play simple rhythm patterns in combination with other patterns. 6. listen/describe in developmentally appropriate vocabulary the rhythmic content of selected music examples of various cultures. 7. Exit Outcome.			
Melody **Pitch** **Timbre**	The student will: 1. respond to high and low pitches in selected examples of various cultures. 2. respond to up/down movement of short patterns in various cultures. 3. classify short melodic motifs of various timbre from selected cultural examples. 4. hear/describe the melodic content of selected cultural examples. 5. describe in developmentally appropriate vocabulary the timbre (musical sounds) of selected cultural examples. 6. Exit Outcome.			

Elements	Basic	Intermediate	Proficient	Advanced
Harmony	The student will: 1. listen to appropriate cultural examples of music containing single line (unison) melody. 2. listen/perform simple partner songs of developmentally appropriate cultural examples. 3. listen/perform single line harmonies (i.e. ostinatos, descants), in combination with melody using developmentally appropriate cultural examples. 4. listen/perform in two/three parts, using developmentally appropriate cultural examples. 5. describe in developmentally appropriate vocabulary the harmonic content of selected cultural examples. 6. Exit Outcome.			
Form/ Style	The student will: 1. listen/perform simple folk songs from various cultural examples. 2. listen/perform AB and ABA, songs from various cultural examples. 3. listen/identify cultural origin of selected examples. 2. describe in developmentally appropriate vocabulary the form/style of selected cultural examples. 3. Exit Outcome			

Elements	Basic	Intermediate	Proficient	Advanced
Expression	The student will: 1. listen/perform various cultural repertoire using correct articulation, dynamics, tempo, text, and texture. 2. describe in developmentally appropriate vocabulary how expressive elements are used in various cultural examples. 3. Exit Outcome.			
	Achievement Standard c: ***identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use*** *Exit Outcome* The student will: 1. identify and describe characteristics of music used in their daily lives.	***Achievement Standard c:*** ***compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed*** *Exit Outcomes* The student will: 1. compare the function music serves in selected cultures of the world. 2. compare the role of a musician in selected cultures of the world. 3. compare avenues of performance in selected cultures of the world.	***Achievement Standard c:*** ***identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements*** *Exit Outcomes* The student will: 1. recall the various roles of musicians and how they function in each role. 2. describe the activities and achievements of various musicians.	

Elements	Basic	Intermediate	Proficient	Advanced
Expression	*Sequential Outcomes* The student will: 1. determine when and where music is a part of their daily lives and outside the music classroom. 2. identify music as a part of their daily lives. 3. identify/describe genre or style of music used in their daily lives (i.e. classical, march, pop, folk). 4. identify/describe characteristics of music in their daily lives (i.e. sad, scary, soothing). 5. Exit Outcome.	*Sequential Outcomes* The student will: 1. identify how music serves the people from many cultures of the world (i.e. tribal rituals, religious ceremonies, celebrations etc.). 2. identify the role of a musician in various cultures of the world (i.e. tribal chief, Jewish Rabbi, composer, performer, etc.). 3. describe the environment where music is performed in various cultures of the world.(i.e. concert, dramatic presentation, church, outdoors, etc.). 4. Exit Outcome #1, #2 and #3.	*Sequential Outcomes* The student will: 1. classify individual musicians as they function in various roles (i.e. conductor, technician, composer, performer, etc.). 2. list the activities and achievements of individual musicians. 3. Exit Outcome #1 and #2.	
	Achievement Standard d: ***identify and describe roles of musicians in various music settings and cultures*** *Exit Outcome* The student will: 1. classify the roles of musicians in various music settings and cultures.			***Achievement Standard d:*** ***identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural content*** *Exit Outcome* The student will: 1. identify and explain the stylistic features of a given musical work and its relationship to historical and cultural content.

Elements	Basic	Intermediate	Proficient	Advanced
	Sequential Outcomes The student will: 1. identify the various jobs a musician can have. 2. identify various musical settings (i.e. orchestral, band, military band, choir, opera, disc jockey, composer, director, technicians). 3. identify the role of musicians in various cultures (i.e. African/ American, Mexican, Asian, Native American, European, Jewish). 4. Exit Outcome.			*Sequential Outcomes:* The student will: 1. based on prior knowledge, analyze the stylistic features of a given musical work. 2. research the historical and/or cultural content of the musical work. 3. explain how the stylistic features define the aesthetic value of the musical work. 4. Exit Outcome.
	Achievement Standard e: ***demonstrate audience behavior appropriate for the context and style of music performed*** *Exit Outcome* The student will: 1. demonstrate appropriate behavior while attending live musical events.			***Achievement Standard e:*** ***identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences*** *Exit Outcomes* The student will: 1. identify and describe music genres or styles that show the influence of two or more cultural sources. 2. evaluate the historical conditions that produced the combination of influences.

Elements	Basic	Intermediate	Proficient	Advanced
	Sequential Outcomes The student will: 1. identify appropriate concert behaviors in various musical settings. 2. demonstrate appropriate concert behaviors in various musical settings (classroom listening and/or live concerts). 3. Exit Outcome.			*Sequential Outcomes* The student will: 1. based on prior knowledge, define genres or styles that show influence of two or more cultural traditions. 2. based on prior knowledge, list the cultural source of each influence (i.e. jazz-African, gospel; march-American, military; etc.). 3. based on prior knowledge, examine the historical conditions that existed in the cultures during that time period. 4. Exit Outcomes #1, #2.